



e-adolescence

.....April, 2007

e-adolescence is a listing of on-line resources for state MCH professionals working to improve **adolescent** health, safety and well-being. We encourage you to share this information with others.

As a resource made possible by the National Initiative to Improve Adolescent Health by the Year 2010 (NIAH), this email is produced by the State Adolescent Health Resource Center at the Konopka Institute. The information collected here is gathered from NIAH partners (indicated in **red**) and other leading organizations, newsletters and news sources. While the content included here pays special attention to NIAH's 21 Critical Objectives for Adolescent Health, it also includes related issues and system capacity opportunities.

***Look for DATA and FUNDING information specifically for
HEALTHY YOUTH DEVELOPMENT***

What month is it?

May is Foster Care Month AND Teen Pregnancy Prevention Month

**learn more about the National Initiative to Improve Adolescent
Health!**

go to : www.cdc.gov/HealthyYouth/NationalInitiative/index.htm

ADOLESCENT DEVELOPMENT

Facts for Families

American Academy of Child and Adolescent Psychiatry

<http://www.aacap.org/>

The AACAP developed Facts for Families to provide concise and up-to-date information on issues that affect children, teenagers, and their families. The AACAP has produced the Facts for Families in English and Spanish. Concise, easy to read descriptions of the stages of adolescent development for lay audiences. Shortcuts:

List of topics

<http://tinyurl.com/m2ach>

#57 – Middle School and Early High School Years

<http://tinyurl.com/23ytmj>

#58 – Late High School Years and Beyond

<http://tinyurl.com/2erbxm>

ATOD

Pacific Institute for Research and Evaluation (PIRE)

<http://www.pire.org>

A network of 10 research centers across the U.S. focused on the individual and social problems associated with the use of alcohol and other drugs. PIRE is dedicated to merging scientific knowledge and proven practice to create solutions that improve the health, safety, and well-being of individuals, communities, nations and the world. Their website provides access to a wide array of research reports on adolescent alcohol use including:

- Facts and Myths about College Drinking: A Serious Problem with Serious Solutions
- Preventing Underage Alcohol Access: Essential Elements for Policy, Deterrence and Public Support
- How Alcohol Outlets Affect Neighborhood Violence
- Comparison of Drinking Rates and Problems (adult and youth)
- Guide to Preventing and Dispersing Underage Drinking Parties

Reclaiming Futures Initiative: Improving Substance Abuse Interventions for Justice-Involved Youths

Chapin Hall, Robert Wood Johnson Foundation (2006)

http://www.chapinhall.org/article_abstract.aspx?ar=1446

Juvenile justice systems do not often provide an effective response to substance abuse problems among young offenders. The Robert Wood Johnson Foundation launched Reclaiming Futures, a ten-community demonstration project, to improve substance abuse interventions for justice-involved youth. Early results from a cross-site evaluation indicate that the initiative has inspired real improvements in the quality of service delivery systems.

This journal article was published by the National Council of Juvenile and Family Court Judges in the Juvenile and Family Court Journal, Vol. 57, No. 4 (Fall 2006).

MENTAL HEALTH

Child and Adolescent Mental Health Survey Measures Catalog

National Center for Health Statistics/ CDC

<http://www.cdc.gov/NCHS/measurescatalog/camh.htm>

A website that provides detailed information about survey measures about child and adolescent mental health issues and services used in various surveys of the National Center for Health Statistics (NCHS) data systems. It allows users to search for mental health measures by topic; print measure summaries (including the text of the question or scale, response options, etc.); and link to other survey questionnaires, documentation, datafiles and more.

Coping with Traumatic Events

Substance Abuse and Mental Health Services Administration (SAMHSA)

<http://www.samhsa.gov/trauma/index.aspx>

SAMHSA provides a variety of publications and resources on coping with traumatic events, including clearinghouse information and resources for specific audiences, such as responders, schools, and families.

Responding to a Violent or Traumatic Event

Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention/ U.S. Department of Education

http://www.higheredcenter.org/violence/responding_to_a_violent_or_traumatic_event.html

The Higher Education Center's purpose is to help college and community leaders develop, implement, and evaluate programs and policies to reduce student problems related to alcohol and **other drug** use and interpersonal **violence**.

Half of Us

<http://www.halfofus.com/update.aspx>

Half of Us, in partnership with mtvU and the Jed Foundation, provides resources to raise awareness about the prevalence of mental health issues on campus and connect students to the appropriate resources to get help. Their website provides resources on dealing with tragedy, mental health issues, stress and alcohol and drug use.

It also provides information for professionals, such as the 2006 report, *mtvU College Mental Health Study: Stress, Depression, Stigma & Students*. This report reviews research on how stress and depression are affecting college students nationwide

<http://www.halfofus.com/media/pr/mtvUCollegeMentalHealthStudy2006.pdf>

NUTRITION AND PHYSICAL ACTIVITY

Food for Thought: Television Food Advertising to Children in the United

States

Kaiser Family Foundation

<http://www.kff.org/entmedia/7618.cfm>

As the fight against childhood obesity escalates, the issue of food advertising to children has come under increasing scrutiny. Policymakers in Congress, the Federal Trade Commission and agencies such as the Institute of Medicine have called for changes in the advertising landscape, and U.S. food and media industries are developing their own voluntary initiatives related to advertising food to children. To help inform this debate, the Kaiser Family Foundation released the largest study ever conducted of TV food advertising to children. The study combines content analysis of TV ads with detailed data about children's viewing habits to provide an estimate of the number and type of TV ads seen by children of various ages.

Nutrition Standards For Healthy Schools: Leading the Way toward Healthier Youth

Institute of Medicine (via FRAC)

<http://www.iom.edu/CMS/3788/30181/42502.aspx>

Offers recommended guidelines for foods and beverages made available to students in schools through sources other than the federal school lunch and breakfast programs. Also known as competitive foods, such foods include items sold in vending machines, school stores, and "a la carte" lines in the cafeteria. The standards, which were developed by an IOM committee at the request of Congress, promote the consumption of fruits, vegetables, whole grains, and nonfat or low-fat dairy products. They also limit the amount of fat, saturated fat, salt, added sugars, and total calories in products. To see FRAC's statement go to:

<http://www.frac.org/html/news/IOMNutritionStandards07.html>

SEXUAL HEALTH

Impacts of Four Title V, Section 510 Abstinence Education Programs

Mathematica Policy Research

<http://www.mathematica-mpr.com/abstinencereport.asp>

A recent study of four abstinence education programs, conducted by Mathematica Policy Research, Inc., finds that the programs had no effect on the sexual abstinence of youth. But it also finds that youth in these programs were no more likely to have unprotected sex, a concern that has been raised by some critics of these programs. The study, conducted for the U.S. Department of Health and Human Services, was authorized by Congress in 1997 to evaluate the effectiveness of programs funded under Title V, Section 510 of the Personal Responsibility and Work Opportunity

Reconciliation Act of 1996. Nationwide, more than 700 Title V, Section 510 programs receive up to \$50 million annually from the federal government in order to teach youth about abstinence from sexual activity outside of marriage. Additional funding from state matching block grants brings annual spending for Title V, Section 510 sexual abstinence education programs to \$87.5 million. The study found that youth in the four evaluated programs were no more likely than youth not in the programs to have abstained from sex in the four to six years after they began participating in the study. Youth in both groups who reported having had sex also had similar numbers of sexual partners and had initiated sex at the same average age.

Science-Based Approaches: A Year in Review (2005-6)

NIIAH Partner: Healthy Teen Network

<http://tinyurl.com/3ck8o5>

The Year in Review brochure identifies the most notable and innovative research, resources, programs and policy from the past year that employ a science-based approach in making a difference in the lives of teens and young families.

A Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs

NIIAH Partner: Healthy Teen Network

<http://tinyurl.com/24qbx4>

The Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs (TAC) gives communities the tools they need to select and implement the most effective pregnancy and STD prevention programs for youth.

The TAC is designed to help practitioners assess whether curriculum-based programs have incorporated the common characteristics of effective programs. Knowing which curriculum-based programs have incorporated the common characteristics of effective programs and which have not can help practitioners select, adapt, develop and implement more effective programs.

Teen Pregnancy Prevention Month/Day Materials

National Campaign to Prevent Teen Pregnancy

<http://www.teenpregnancy.org/national/default.asp>

Each May, the National Campaign, along with many groups all over the country, observes National Teen Pregnancy Prevention Month. This year, the Campaign is holding its fifth annual National Day to Prevent Teen Pregnancy on **May 2, 2007**. The Campaign's web site is filled with resources geared to many different audiences, most are available for free

download or minimal charge. These include: Interactive quiz for teens, suggestions for observing the month, sample press releases, national and state data, postcards, posters, brochures, sample newsletters, listserv notices, print ads, audio PSAs and youth involvement ideas.

SUICIDE

Suicide Prevention Resource Center (SPRC)

http://www.sprc.org/library/college_sp_whitepaper.pdf

SPRC provides prevention support, training, and resources to assist organizations and individuals to develop suicide prevention programs, interventions and policies, and to advance the National Strategy for Suicide Prevention.

Their “state information” webpages provides information and links on state efforts about all aspects of state-wide prevention efforts. This information was updated on 3/07.

SPRC’s library pages provides access to a wide array of publications such as Promoting Mental Health and Preventing Suicide in College and University Settings (www.sprc.org/library/college_sp_whitepaper.pdf). This white paper summarizes what is known about suicidal behavior among college students and recommends strategies to promote mental health and prevent suicide on campuses. The writing reflects the views of experts in the field of suicide prevention and proposes a blueprint for planning a comprehensive program.

Their Best Practices Registry For Suicide Prevention provides information about best practices that address specific objectives of the *National Strategy for Suicide Prevention*: evidence-based programs, expert and consensus statements, and standards.

Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student

Jed Foundation

<http://www.jedfoundation.org/framework.php>

A report that provides colleges and universities with a list of issues to consider when drafting or revising protocols relating to the management of the student in acute distress or at risk for suicide. The *Framework* is divided into the following three sections, each of which is structured as a series of questions: developing a safety protocol; developing an emergency contact notification protocol; and developing a leave of absence and re-entry protocol.

The Jed Foundation works to effect change on college campuses and within American society, law, and business such that suicide on college campuses is preventable and mental wellness among adolescents a top priority.

On-line Youth Suicide Prevention Trainings

National Center for Suicide Prevention Training

<http://www.ncspt.org/workshops/default.asp>

NCSPT provides free on-line trainings on youth suicide prevention: 1) Locating, understanding and presenting youth suicide data; 2) Planning and evaluation for youth suicide prevention; and 3) Youth suicide prevention – an introduction to gatekeeping. All workshops are ongoing and completed at your own pace. All workshops are ongoing and completed at your own pace. CEU's are available for social workers (through NASW) and health educators (through NCHEC).

INJURY AND VIOLENCE PREVENTION

Strong Support for Gun Control – But Will It Work?

Public Agenda On-line

http://www.publicagenda.org/issues/red_flags.cfm?issue_type=crime

Public Agenda provides unbiased and unparalleled research that bridges the gap between what American leaders and the public really think about issues ranging from education to foreign policy to immigration to religion and civility in American life. **The Red Flags section** of their web site offers guidance on areas of public opinion research where findings may be misleading, unstable, or easily misinterpreted.

This month's feature focuses on gun control. While surveys find a majority of the public supports stronger gun control legislation, even so, most people do not want the government to take away the basic right of a citizen to own a weapon for self-defense or sporting purposes. Discussion areas include:

- ***Neither Liberal Nor Conservative:*** Public attitudes on what should be done to reduce crime reflect a mixture of conservative and liberal thinking.
- ***The Racial and Ethnic Divide:*** National public opinion data can mask an extremely important racial and ethnic divide in people's views about crime and criminal justice.
- ***Punishing Parents:*** Most Americans think parents should be held legally accountable in some way for their child's crimes.
- ***Hate Crime Laws:*** A large majority of Americans supports hate crime laws in the abstract.

CrossCurrents: Are Teens Driving Safer (October 2005)

ChildTrends DataBank

<http://childtrendsdatbank.org>

A data brief that provides an overview of relevant data including teen crash rates and trends, licensure rates, seat belt use, and other risk factors associated with fatal crashes among teenagers. In addition, the brief explores possible causes for the high rate of teens in fatal crashes, strategies that states have taken to make teens safer, and some implications for policy.

Global Road Safety Week

Center's for Disease Control and Prevention – Injury Center

<http://www.cdc.gov/ncipc/duip/GRSW>

Teen drivers are the focus of the 1st United Nations Global Road Safety Week, to be held April 23-29, 2007. To support this effort, the CDC's Injury Center is highlighting a wide array of resources on reducing youth driving injury through graduated driver licensing.

YOUTH DEVELOPMENT

Positive Youth Development Resource Manual:

Assets Coming Together (ACT) for Youth Center of Excellence

<http://www.actforyouth.net/?ydManual>

A collection of user-friendly materials for educating community groups about positive youth development with the ultimate goal of facilitating organizational and community change. This online manual includes training activities with instructions/facilitation tips, handouts, brief power point presentations and references to other resources. It is divided into six themed sections (defining positive youth development; positive youth outcomes; youth involvement; youth development in care settings; effective YD programming; community involvement and collaboration). Section 7 provides resources, references and an addendum of energizers.

Business Leadership: Supporting Youth Development and the Talent Pipeline (2007)

Forum for Youth Investment

http://www.forumfyi.org/Files//Business_Leadership_Report.pdf

FYI has partnered with Corporate Voices for Working Families to support a Youth Transitions Task Force charged with identifying and promoting the corporate and public policies necessary to ensure that young people ages 14-21 have the opportunities to develop the skills and knowledge needed to be successful in work and in life. As part of this work, the Forum and CVWF recently released this report which outlines the core elements of

successful business investment in youth programs and highlights some of the most innovative strategies being used by companies to prepare young people for the challenges of the global marketplace.

HYD Funding

The Guide to Federal Resources for Youth Development

America's Promise – the Alliance for Youth

<http://www.americaspromise.org/Resources.aspx?id=256>

This Guide provides information on more than 100 funding sources provided by the Federal government and directly relate to the five core resources that young people need: safe places; healthy start; effective education; opportunities to serve; and caring adults. In the guide, each program is listed by the department that operates the program. General guidance on applying for federal funding is also provided.

HYD Data

Child and Youth Well-Being Index, 2007 CWI)

Foundation for Child Development's

http://www.fcd-us.org/resources/resources_show.htm?doc_id=472847

CWI is a composite measure that makes it possible to analyze national trends in overall child well-being over time. It is based on 28 indicators in seven key domains of well-being: safety/behavior, family economic wellbeing, health, community connectedness, educational attainment, social relationships, and emotional/spiritual wellbeing.

The 2007 CWI charts overall well-being for all American children, but also permits comparisons in well-being among children from different racial and ethnic groups, and by family income, gender, and age.

DISPARITIES AND/OR CULTURAL COMPETENCE

Connecting It All: A Summary of CARTA's 2006 Institute on Racial Disparities in Adolescent Sexual Health

Center for Applied Research and Technical Assistance – CARTA (via HTN)

http://www.cartainc.org/PDFs/InstituteSummary_2006.pdf

On November 15, 2006 CARTA hosted its second annual Institute on Racial Disparities in Adolescent Sexual Health titled as a one-day, pre-conference session for Healthy Teen Network's (HTN) National Conference. The Institute offered a candid discussion on the impact of structural racism and related factors on racial disparities in the sexual health of teens and the quality of adolescent reproductive health services.

The Institute this year also offered two new modules as a result of 2005 participant feedback. The People's Institute for Survival and Beyond- (PISAB) facilitated the training module that examined the role of white privilege in perpetuating racial and ethnic disparities. In addition, CARTA's new racism analysis tool titled, Assessing Racial/Ethnic Equity: A Tool for Youth Development and Teen Sexual Health Providers explored the levels of racism existing among participants, their workplaces and communities.

National Healthcare Disparities Report, 2006

Agency for Healthcare Research and Quality (via MOAPPP)

<http://www.ahrq.gov/qual/nhdr06/nhdr06.htm>

The 2006 *National Healthcare Disparities Report* (NHDR) tracks disparities in both quality of and access to health care in the United States for both the general population and for AHRQ's congressionally designated priority populations. The report presents, in chart format, the latest available findings on quality of and access to health care in the general U.S. population and among priority populations. It focuses on four components of quality—effectiveness, patient safety, timeliness, and patient centeredness—and two components of access—facilitators and barriers to health care and health care utilization. Age breaks specific to adolescents are available, but youth are not a priority focus.

YOUTH WITH SPECIAL HEALTH CARE NEEDS

The Transition Planning Process (April 2005) National Center on Secondary Education and Transition (NCSET) at the University of Minnesota

<http://www.ncset.org/publications/viewdesc.asp?id=2130>

NCSET NLTS2 Data Brief • Volume 4 , Issue 1 -- Provides a national view of the transition planning process undertaken during high school with and for youth with disabilities as they prepare for life after school. The information reported comes from a mail survey of school personnel conducted as part of the National Longitudinal Transition Study-2 (NLTS2). Findings from NLTS2 generalize to youth with disabilities nationally who were 13 to 16 years old in December 2000, to each of 12 federal disability categories, and to each age group within the age range

POPULATIONS OF ADOLESCENTS

Foster Care Month

Casey Family Programs and partners

<http://www.fostercaremonth.org>

Foster Care Month originated in 1988 to show the nation's appreciation and recognition of the tremendous contributions of foster parents. The web site supporting this campaign offers a variety of resources you can use to promote it within your state. "The Campaign" section includes Core message, spokespeople and partner listings. "About Foster care" provides national and state level data, FAQs and Spanish-language information. The site also includes a number of "success stories" and specific recommendations for "getting involved."

Thought Leader Forum on Disproportionality

Casey Family Programs and partners

<http://www.fostercaremonth.org/Newsroom/ThoughtLeaderForum/Pages/default.aspx>

Research shows that children of color are no more likely to be abused or neglected by their parents, yet they account for 60% of America's 513,000 foster children. That's a far higher percentage than their representation in the population. They also tend to have worse outcomes than their Caucasian peers. This overrepresentation and disparity in outcomes is called disproportionality.

This online forum was created to promote awareness about these and many other questions raised by disproportionality. In the coming weeks and months, experts, researchers, alumni of foster care and leaders from different child welfare organizations will express their thoughts on the topic. The web site offers fact sheets and other resources as well as state by state data.

HEALTH AND DENTAL CARE

Forgone Health Care among U.S. Adolescents: Associations between Risk Characteristics and Confidentiality Concern

Journal of Adolescent Health -- Volume 40, Issue 3, pp 218-226, March 2007

<http://www.jahonline.org/article/PIIS1054139X06003752/abstract>

An abstract of an article that examines the risk characteristics associated with citing confidentiality concern as a reason for forgone health care, among a sample of U.S. adolescents who reported having forgone health care they believed was necessary in the past year.

Treating the Awkward Years

New York Times (note – time sensitive! Free access expires shortly)

<http://tinyurl.com/284xge>

The NYT provides a feature story on the state of adolescent medicine. It highlights the importance of the need for pediatricians to be well versed in

adolescent health care, and provides some insight from adolescents themselves on what they value regarding their health care needs. Look for AAP members that are NIIAH partners!

Related feature: Treating the Teenage Years—Reader comments

Visit this portion of the NYT site to see reader comments –practitioners and families have much to say about adolescent medicine.

<http://tinyurl.com/2hst8o>

EDUCATION

26th Konopka Lecture: *What Does it Take To Leave No Child Behind?* By Dr. Pedro A. Noguera

NIIAH Partner: Konopka Institute for Best Practices in Adolescent Health

<http://www.konopka.umn.edu/peds/ahm/konopka/lectureships.html>

The Gisela Konopka Lectureship was established with the support of Dr .Konopka's friends and colleagues to honor her and her achievements on the occasion of her retirement after 30 years of contribution to the University of Minnesota. It carries on the important, unique tradition, of integrating theory and practice and humanizing services for children and youth.

On February 13, 2006 Dr. Pedro Noguera challenged an auditorium full of youth advocates to focus their attention on community-based approaches to education challenges. Read or listen to Dr. Noguera's remarks at the Konopka web site. Slides are also available.

Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning (Policy Analysis Report)

NIIAH Partner: UCLA Center for Mental Health in Schools,

<http://smhp.psych.ucla.edu/pdfdocs/nclbra.pdf>

Anticipating Congressional hearings related to reauthorizing the No Child Left

Behind Act, the report provides an analysis of preliminary hearings and related reports and proposals. The specific focus is on whether the reauthorization process is likely to include a substantive discussion of what is needed to enable all children to have an equal opportunity to succeed at school. In discussing implications, it is stressed that the reauthorization process so far has been designed in ways that make it extremely difficult to have serious attention paid to promoting development of a comprehensive system of learning supports to address barriers and enable learning and teaching.

School Readiness and Success: Improving Children's Social and Emotional Development

Web Conference – May 17, noon

Chapin Hall

<http://www.about.chapinhall.org/conferences/charting/conference.html>

This web conference will discuss research on programs that further the social and emotional development of children. It will highlight one program that has improved outcomes for young children by screening them for behavioral problems and referring them to appropriate services. It will discuss the benefits of integrating programs into school systems and retaining the support and involvement of parents, teachers and school officials. Finally, it will discuss the funding and policy changes necessary to facilitate such programs.

The web conference is free for attendees and space is limited. To join the web conference, you need a computer with an Internet connection. The audio portion of the conference is available by telephone or over the Internet.

TEEN PARENTS

Early Head Start and Teen Parent Families: Partnerships for Success

Center for Law and Social Policy - CLASP (via HTN)

<http://www.clasp.org/publications.php?id=3#0>

(scroll down to Recent Publications)

This issue brief focuses on the special needs of teenage parents and their children ("teen parent families") and on how the unique set of services available through Early Head Start (EHS) programs can support them. Teen parent families face multiple risks, risks that may be substantially different from those faced by families with older parents and that may be further complicated by issues involving disability, abuse, or neglect. These issues are interrelated and must be integrated and addressed as programs design services to meet the needs of this population. Specifically, the brief examines the benefits of EHS participation for teen parents involved with the child protective services system and for those with disabilities. Many of the insights shared in this brief are drawn from a working meeting involving EHS providers and experts from a number of fields, held at CLASP in 2005.

PARENTS AND FAMILIES

Terms of Engagement National Campaign to Prevent Teen Pregnancy (via MOAPPP)

<http://www.teenpregnancy.org/parent/default.asp>

This publication offers practical advice on how to involve parents in programs to prevent teen pregnancy.

AFTER SCHOOL TIME

Improving After School Program Quality

William T. Grant Foundation

http://www.wtgrantfoundation.org/newsletter3039/newsletter_show.htm?doc_id=478909

The William T. Grant Foundation announces the release of a new working paper on after-school program quality written by Foundation president Robert C. Granger with Joseph Durlak, Nicole Yohalem, and Elizabeth Reisner. The paper argues that the primary issue facing the after-school field is learning how to intervene effectively to improve programs and provides new information on the features of effective programs.

The paper draws its implications for policy and practice from two recent reports which are also accessible from this site. One is a new review of evaluation studies by Durlak and Weissberg showing that after-school programs can positively affect important school behaviors, social behaviors, and attitudes and beliefs. The second report, by Yohalem and Wilson-Ahlstrom, describes instruments that measure the quality of youth program practices and that the instruments share a focus on staff/youth interactions as a key ingredient.

JUVENILE JUSTICE

Law Day – Liberty Under Law: Empowering Youth, Ensuring Democracy

NIIAH Partner: ABA

<http://www.abanet.org/publiced/lawday/2007/guide/guide.shtml>

Law Day is a national day set aside to celebrate the rule of law. It underscores how law and the legal process have contributed to the freedoms that all Americans share. The future of our nation is in the hands of our young people. We all can and should play a role in assuring America's future by addressing the needs of youth and focusing on the issues affecting them today. All youth need to understand their rights and responsibilities under the law to become effective participants in our nation's civic life. The Law Day 2007 theme prompts us to listen to the voices of young people and consider how the law can better serve their needs and interests. It also encourages us to assure that our youth are equipped with the knowledge and skills necessary to effectively make their voices heard within our democracy.

Need help planning a program? Looking for classroom lessons or resources? Ideas on what others are doing to commemorate the event

around the country? Simply want to learn more about Law Day and how you can get involved? The ABA's web site offers a wealth of support materials for Law Day.

POLICY

Clearinghouse for Sustaining and Expanding Youth Programs and Policies

The Finance Project & Forum for Youth Investment (via Connect For Kids)

<http://www.financeproject.org/irc/youth/index.asp>

This online clearinghouse is a joint project of The Finance Project and the Forum for Youth Investment. The clearinghouse contains information and resources for supporting and sustaining youth programs and initiatives. It is designed to help you learn about data, tools, policies, practices, financing strategies, coordination efforts and technical assistance resources developed by organizations in the field that aim to improve the lives of youth. The clearinghouse was designed to meet the needs of program developers and managers, intermediaries, funders and policymakers. This clearinghouse will help you learn what is happening around the country and develop innovating strategies for implementing, financing and sustaining effective programs and policies.

MEDIA – MARKETING – COMMUNICATIONS

Important Life Decisions – Reproductive rights communications research and recommendations

Women's Donor Network

<http://www.importantlifedecisions.org/>

In 2006, the Women Donors Network and the Communications Consortium Media Center created Moving Forward, a research-based initiative to test and develop a new, expanded frame and language on reproductive health that can win policy debates and deepen public understanding without compromising support for abortion rights. While this research does not specifically focus on public perceptions of adolescents in this context, the overall conclusions are relevant and information about public perceptions of sex education are discussed.

Assessing the Effectiveness of Public Education Campaigns

Kaiser Family Foundation

<http://www.kff.org/entmedia/entmedia042706pkg.cfm>

In order to help assess the effectiveness of recent media-based public education campaigns, the Kaiser Family Foundation hosted a forum in April 2006 featuring the authors of three major studies evaluating

campaigns on smoking, childhood obesity and youth STD and HIV prevention. Resources from this forum are available on KFF's website.

Kids & Media @ The New Millennium

Kaiser Family Foundation

www.kff.org/entmedia/1535-index.cfm

A report that reviews one of the most comprehensive national public studies ever conducted of young people's media use. The study, based on a nationally representative sample of more than 3,000 children ages 2 -18, shows how much time kids spend watching TV and movies, using computers, playing video games, listening to music, and reading. The report also looks at how much oversight parents exert over their children's media use, and addresses numerous other issues such as how kids use media, whether 'new' media is replacing traditional media, and whether use of new media varies by age, gender or race.

PROGRAM PLANNING & EVALUATION

Effective and Promising Practices

The New York State Office of Child and Family Services

<http://www.ocfs.state.ny.us/main/sppd/eff%5Fpractices>

A website dedicated to effective and promising practices. The purpose is to provide resources for service providers and other decision makers involved in programs to improve outcomes for children and families. It offers background information and links to federal and national organizations that provide information on evidence-based programs; developing and measuring outcomes; research on effective practices; and implementation issues.

What Works: Programs and Interventions that May Influence Outcomes for Youth and Young Children

ChildTrends DataBank

<http://childtrendsdatbank.org/WhatWorks.cfm>

Information for over 60 indicators about the types of programs and interventions that may influence particular outcomes for teens and young children.